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ABSTRACT

Through a series of sequential statements, the booklet reconstructs the development of the Individualized Instruction in Family Living Project. Intended for elementary and secondary level students, the project's main objectives are: (1) to improve student self-image and understanding; (2) to acquaint students with value clarification; and (3) to teach goal setting techniques. The program, designed by a group of professionals and interested citizens, consists of the development of classroom curriculum materials, analyzed and developed by educators, and the establishment of a teacher training program. A survey of teachers, parents, and students determines questions to which students need answers. Information which answers these questions is arranged into individualized programs and packages called unipacs, which are made available to school and community. In an effort to share with others what they have learned, the project developers will visit and consult with individual school districts. Several available publications which treat the project are listed. The titles of the 29 unipacs with designated grade level are also listed. (Author/BM)

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Where Can Students Get The Answers ?

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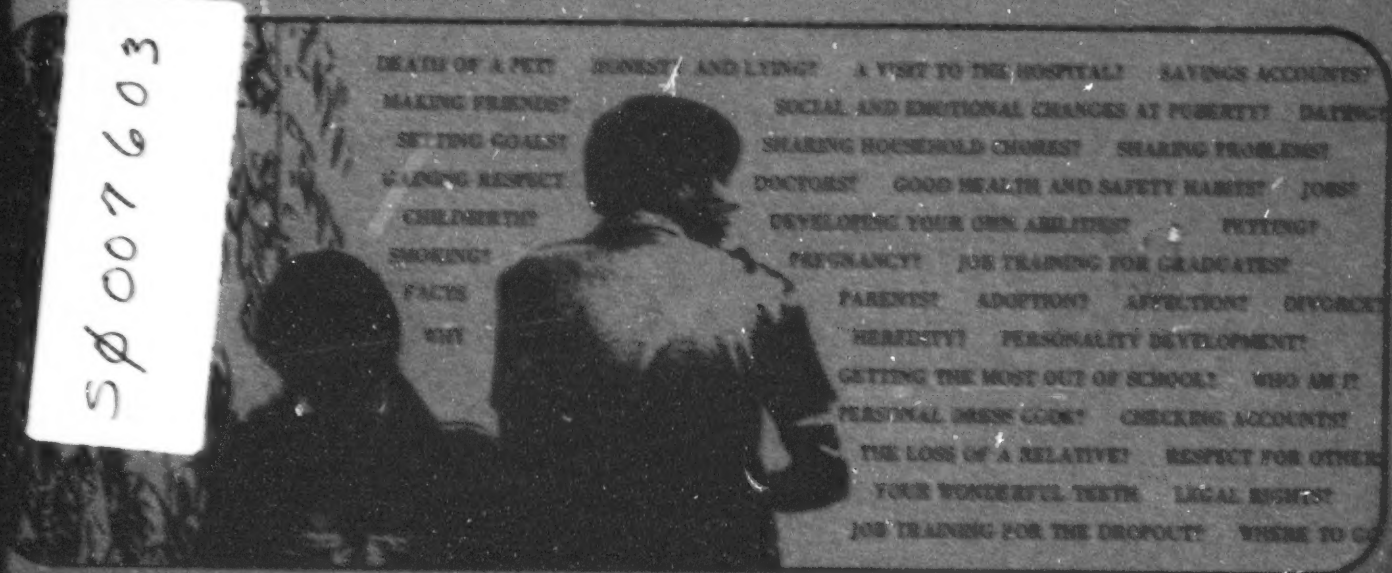
"INDIVIDUALIZED INSTRUCTION IN FAMILY LIVING"

AN INNOVATIVE EDUCATIONAL PROGRAM
TITLE III, E.S.E.A.

Turner Unified School District (U.S.D. 202)
Kansas City, Kansas

SP 007 603



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CONTENTS

HOW DID WE DEVELOP OUR INSTRUCTIONAL PROGRAM IN FAMILY LIVING?

First we developed a small group of professionals and interested citizens who were convinced of the need for high quality health education and family life education. Working with this group we then began to design and take the first necessary steps towards establishing a high quality educational program. 1

Next we selected staff members who were then able to begin to analyze and develop the comprehensive classroom curriculum that would cover all grade levels, (K thru 12). 2

Then as the classroom curriculum was being developed we attempted to train our teachers in how to use the materials and how to work effectively with their students in the various family living areas. 3

Also, while the classroom curriculum was being developed; teachers, parents, students, and others were surveyed in order for us to determine the important questions that individual students need answered. 4

Next, with the help of teachers and through reviews by teachers, parents, religious leaders, counselors, school nurses, physicians, and so-on; we pulled together the best information we could find which we felt provided meaningful answers. 5

Next, we arranged the information into manageable programs and packages called unipacs. 6

We then made these individual learning packages (unipacs) available to parents, teachers, counselors, school nurses, religious leaders, physicians, coaches, community youth leaders, and other significant people to whom elementary pupils look to for answers. The unipacs were also made available directly to secondary students. . . . 7

Finally, we are attempting to share what we have learned so that others can benefit from our experiences and hopefully develop family life education to higher levels. Then we, in turn, may draw on their efforts to more adequately provide for this area of student need. 8

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Foreword

In attempting to more clearly explain the details of our Title III innovative educational project (which we call the Individualized Instruction in Family Living project), we have chosen to reconstruct the development of the project through a series of sequential statements. This is the same sequence of events that we followed over an approximate six to eight year period of time.

The answers that we came up with and that we present in this booklet outline our project as it is now. We feel that each step forward in the development of our project has, in turn, allowed us to more clearly see several additional problems and to pose several additional questions. We feel that we have learned much and, as well, that we still have much to learn.

If you can profit from this booklet, from our experiences, and from our answers, perhaps your efforts will go more rapidly. We are convinced that the area in which we are working is a most important area, ... that there is much left to do, ... and that it should be done.

Steve McClure
Director

FIRST WE DEVELOPED A SMALL GROUP OF PROFESSIONALS AND INTERESTED CITIZENS WHO WERE CONVINCED OF THE NEED FOR HIGH QUALITY HEALTH EDUCATION AND FAMILY LIFE EDUCATION. WORKING WITH THIS GROUP WE THEN BEGAN TO DESIGN AND TAKE THE FIRST NECESSARY STEPS TOWARDS ESTABLISHING A HIGH QUALITY EDUCATIONAL PROGRAM.

Although our project, just as any other project, needed the coordinating efforts of a knowledgeable individual, we moved quickly to develop a small group of professionals and community leaders who were dedicated workers and who were convinced of the wisdom of a comprehensive educational program in family living. It was this small group that took the necessary first steps which were needed to undertake a major project in our school district. This group sought and received the approval of educational administrators and the school board. We then expanded our group to include a wide diversification of individuals, not all of whom shared the views of our original group. Our intent here was to develop a group that truly represented the broader community with all the various viewpoints. It was felt that if questions and conflicts could be resolved in a satisfactory way within this group that they would in turn be more likely to be accepted by and more likely embraced by the larger community. We feel we learned, during this phase, that a co-chairman who is an influencial community leader provided a useful balance for the educational coordinator. Our group decided early that both classroom curriculum and an individualized component was necessary.

NEXT WE SELECTED STAFF MEMBERS WHO WERE THEN ABLE TO BEGIN TO ANALYZE AND DEVELOP THE COMPREHENSIVE CLASSROOM CURRICULUM THAT WOULD COVER ALL GRADE LEVELS, (K THRU 12).

We selected educators from all elementary and secondary levels . . . and as well, representatives from different disciplines to begin our classroom curriculum component. The advisory committee provided the general guidelines for curriculum development by station, objectives of (1) improving student self-image and understanding, (2) allowing for student value clarification, and (3) teaching goal setting techniques. The curriculum was to extend from K through 12 and not consist of additional courses but rather to be units which were a part of existing courses and course segments and located in appropriate places. The first step asked of the curriculum developers was to analyze the present curriculum and to identify units which already met the objectives and needs. Where units already existed, they were extracted and reworked. Where units did not exist . . . new units were developed. Close attention was paid to the stages of development where questions and concerns naturally arose for our students. Behavioral objectives were written for each unit before the curriculum unit was developed. We feel we learned the value of using knowledgeable consultants, of surveying all existing programs, of surveying existing material and of being able to compensate teachers for the many, many hours of work needed to develop high quality new curriculum.

THEN AS THE CLASSROOM CURRICULUM WAS BEING DEVELOPED WE ATTEMPTED TO TRAIN OUR TEACHERS IN HOW TO USE THE MATERIALS AND HOW TO WORK EFFECTIVELY WITH THEIR STUDENTS IN THE VARIOUS FAMILY LIVING AREAS.

In order to reach our objective here we found it advantageous to present and support seminars dealing with the problems, concerns and needs of young people. We organized, helped to support, and sponsored programs and seminars aimed at using the materials, to provide background and to train for teaching effectiveness. We also developed in conjunction with a nearby university . . . a special program for teacher training and retraining that carried course credits for improving their skills, for working in this area, and for working with the materials. This field based graduate degree program utilizes video tapes and college professors working with teachers in order to increase their skills and understanding. Below are the courses involved.

Master Teacher–SECONDARY	Field Based Courses
Human Growth and Development	2 Hours
Community Dynamics	2 Hours
Research Using Problem Solving	2 Hours
Interpersonal Communication or Teacher Effectiveness Training	2 Hours
Electives from the Mini-courses	6 Hours
Electives from Discipline or Liberal Arts	12 Hours
TOTAL	32 Hours

Master Teacher–ELEMENTARY	Field Based Courses
Needs Assessment	6 Hours
Research Using Problem Solving	2 Hours
Interpersonal Communication or Teacher Effectiveness Training	2 Hours
Human Growth and Development	2 Hours
Community Dynamics	2 Hours
Reading Improvement in Elementary School or Equivalent	3 Hours
Electives from the Mini-courses	9 Hours
Electives outside School of Education	6 Hours
TOTAL	32 Hours

MS in Educational Curriculum	Field Based Courses
Needs Assessment	6 Hours
Research Using Problem Solving	2 Hours
Learning Theory (Models of Learning applied to the Classroom)	2 Hours
Supervision of Instruction	3 Hours
Mini-courses on Electives	10 Hours
Electives outside School of Education	9 Hours
TOTAL	32 Hours

ALSO, WHILE THE CLASSROOM CURRICULUM WAS BEING DEVELOPED; TEACHERS, PARENTS, STUDENTS AND OTHERS WERE SURVEYED IN ORDER FOR US TO DETERMINE THE IMPORTANT QUESTIONS THAT INDIVIDUAL STUDENTS NEED ANSWERED.

In determining what questions students actually have in such sensitive areas as personal growth, interpersonal relations, morals, values, and family living; we relied heavily on many resource people. We sought to identify key areas of concern from those who are often faced with the questions. Our resource people included parents, teachers, religious leaders, physicians, coaches, student nurses, school counselors and others. The areas that were identified then became the areas to which we felt the program must address itself. We also recognized that the early involvement of those people who are, in fact, key people in the total intellectual, emotional, and religious growth of students was a necessity for a successful program.

NEXT, WITH THE HELP OF TEACHERS AND THROUGH REVIEWS BY TEACHERS, PARENTS, RELIGIOUS LEADERS, COUNSELORS, SCHOOL NURSES, PHYSICIANS, AND SO-ON; WE PULLED TOGETHER THE BEST INFORMATION WE COULD FIND WHICH WE FELT PROVIDED MEANINGFUL ANSWERS.

Our task was clearly to identify materials that did, in fact, provide honest and accurate information that would answer the sensitive questions of students. Much of the material, however, needed to be not so much factual material . . . but rather an understanding and sympathetic treatment of the early and often naive awakening of a student's awareness and curiousity about life. In some areas the material needed to deal not only with the questions that are asked by students but also with their probable misconceptions, their probable feelings and fears, and their probable level of readiness for detail and depth of understanding. And some of the material needed to encourage students to discuss areas of concern with parents and/or other responsive adults.

Likewise, our task was to identify material that allowed for the evolution and maintenance of variations and individual styles in personal and interpersonal areas as well as different religious, ethical, ethnic, and familial value system.

The task was formidable but we found it was possible.

NEXT, WE ARRANGED THE INFORMATION INTO MANAGEABLE PROGRAMS AND PACKAGES CALLED UNIPACS.

Since questions arise at different times for different students . . . and since the questions that one student feels are very important at a given time may be of little concern to other students at the time . . . we felt that the material must be individualized to be of value. In line with this, the material was organized into manageable packages which we labelled "unipacs." These unipacs can be checked out (from all local school libraries) by parents, teachers, counselors, school nurses, and anyone else who is faced with the need to answer the important questions of young people. In addition, the unipacs, can be obtained by students for learning in private and without embarrassment if that is a significant barrier to obtaining answers in a particular area. The unipacs allow self-paced learning and can be obtained at the crucial time when the questions arise and the need is evident. The unipacs also contain usable and well-recognized instructional technologies such as the inclusion of a brief pre-test and post-test. The pre-test measures readiness for the material, appropriateness of the material, and establishes a baseline. The post-test, of course, measures learning progress.

The use of parents and other community resource people in evaluating the material included in the unipacs increases the quality of the content and allows for the systematic examination of questions or objectives that might arise in their subsequent use. It also puts a stamp of approval on sensitive learning material.

The inclusion of cassettes, visuals and programmed instructional material was felt to be an important aspect of providing a meaningful and usable learning packet.

WE THEN MADE THESE INDIVIDUAL LEARNING PACKAGES (UNIPACS) AVAILABLE TO PARENTS, TEACHERS, COUNSELORS, SCHOOL NURSES, RELIGIOUS LEADERS, PHYSICIANS, COACHES, COMMUNITY YOUTH LEADERS, AND OTHER SIGNIFICANT PEOPLE TO WHOM ELEMENTARY PUPILS LOOK TO FOR ANSWERS. THE UNIPACS WERE ALSO MADE AVAILABLE DIRECTLY TO SECONDARY STUDENTS.

Our desire to make the materials readily available to those who needed them . . . and to make access and use convenient . . . led us to the use of the libraries in each of the schools within our school district. Each unipac, as it becomes available, is duplicated and circulated to the libraries for use. We have also begun to expand our efforts in making people aware of the program and to encourage its use by the community and the schools. The unipacs can be checked out by parents, coaches, counselors or any others who might need them for counseling with young people. The unipacs can also be checked out by secondary school students for individual use.

FINALLY, WE ARE ATTEMPTING TO SHARE WHAT WE HAVE LEARNED SO THAT OTHERS CAN BENEFIT FROM OUR EXPERIENCES AND HOPEFULLY DEVELOP FAMILY LIFE EDUCATION TO HIGHER LEVELS. THEN WE, IN TURN, MAY DRAW ON THEIR EFFORTS TO MORE ADEQUATELY PROVIDE FOR THIS AREA OF STUDENT NEED.

In order to provide information about our program we have developed this booklet and a number of other documents and services that are available. We are able to accommodate visitors to our project and in some instances may be able to help with expenses (Kansas only). Likewise, we are able to provide consultation and assistance through on-site visits to your school or school district (some assistance with expenses may be needed however). We can, as well, make copies available of: (1) a detailed twenty-four page booklet entitled, "Information for Professions," (2) our application and reapplication documents, and (3) our project objectives and evaluation report. Additionally, (4) we can loan you a professionally developed slide/tape that outlines our project.

Should you wish copies of our classroom curriculum or our unipacs (listed on next page)

Write:

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106
(313) 761-4700

Materials are available in either microfiche form or hardcover. We recommend the microfiche copy for inspection purposes. Prices can be obtained from Xerox.

For additional information write:

Mr. Steve McClure
Title III Project
Turner Unified School District No. 202
1800 South 55th Street
Kansas City, Kansas 66106

TITLE	Unipac No.	Grade Level
The Death of a Pet	1	Primary
Honesty and Lying	2	Primary
Personal Dress Code	3	Senior/Junior High
I'm the Only Me in the World	4	Elementary/Junior High
A Visit to the Hospital	5	Primary
Your Wonderful Teeth	6	Primary
Because We Want You (on adoption)	7	Primary
Pregnancy: Signs, Determinations, Options for Turner Students	8	Senior High
Getting the Most Out of School	9	Primary
Contraception	10	Senior High
Emotional Changes in Females at Puberty	11	Elementary/Junior High
Physical Changes in Males at Puberty	12	Elementary/Junior High
Social and Emotional Changes in Males at Puberty	13	Elementary/Junior High
The Real You: Heredity	14	Junior/Senior High
Childbirth	15	Junior/Senior High
Savings Accounts Work for You	16	Junior/Senior High
You Can Bank on a Checking Account	17	Junior/Senior High
Who Dun It: Personality Development	18	Junior/Senior High
Making and Keeping Friends	19	Junior/Senior High
Public Display of Affection	20	Junior/Senior High
Physical Changes in Females at Puberty	21	Elementary/Junior High
Learning About Jobs	22	Junior/Senior High
Who Am I? A Question of Homosexuality	23	Senior/Junior High
Living with your Parents and Liking It	24	Senior/Junior High
Human Reproduction and Birth	25	Elementary/Junior High
Be Number One!	26	Elementary/Junior/Senior High
Doctors and Their Specialties	27	Elementary/Junior/Senior High
Learn to Set Your Own Goals	28	Elementary/Junior/Senior High
The Loss of a Relative (on death)	29	Primary/Elementary
Sharing Problems	30	Primary
The Facts about Venereal Disease	31	Senior/Junior High
Respect for Others	32	Elementary/Junior/Senior High
How to Run Away Without Running Away	33	Senior High
Gaining Respect from Teachers	34	Elementary/Junior/Senior High
Gaining Respect from Parents	35	Junior/Senior High
Where Do Babies Come From	36	Primary
Sharing Household Chores	37	Primary
Respect for Others	38	Primary
Developing Your Own Abilities	39	Primary
Human Reproduction	40	Junior/Elementary/Senior High
When the Smoke Clears (on smoking)	41	Junior/Senior/Elementary
To Grow Up Strong You Need Good Health and Safety Habits	42	Primary
Making and Being A Good Friend	43	Primary
Gaining and Keeping the Respect of the Opposite Sex	44	Junior/Senior High
Dating: Going Steady	45	Junior/Senior High
Getting Job Training While in High School	46	Junior/Senior High
Job Training for the High School Graduate or with the G.E.D.	47	Junior/Senior High
Job Training for the High School Dropout without the G.E.D.	48	Junior/Senior High
Children's Role in the Divorce of Their Parents	49	Elementary/Junior High